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ABSTRACT

Data from the National Education Longitudinal Study of 1988 (NELS:88) are reported for New York State. The NELS:88 is the most comprehensive longitudinal study conducted to date by the National Center for Education Statistics. The base year survey conducted in spring 1988 included approximately 1,000 schools nationally and almost 25,000 eighth-grade students; and included separate surveys of the students' parents, teachers, and administrators. The weighted sample size is 189,181 New York eighth graders. The data in this report highlight the following five trends in a relatively consistent manner: (1) students outside New York City are less at-risk and perform better than their New York City or United States counterparts; (2) non-public school students are less at-risk and perform better than their public school counterparts; (3) White (non-Hispanic American) and other minority students outperform Black and Hispanic American students; (4) eighth graders in New York City are remarkably similar to their United States counterparts; and (5) little if any difference is found between girls and boys. Data are presented in 22 tables in the categories of at-risk issues, students at home, students at school, and mathematics and reading performance. Data limitations are also discussed. (SLD)

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CHARACTERISTICS OF NEW YORK STATE'S EIGHTH GRADE STUDENTS

FROM

THE NATIONAL EDUCATION LONGITUDINAL STUDY OF 1988

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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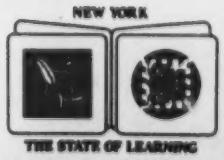

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INTRODUCTION

The National Education Longitudinal Study of 1988 (NELS:88) is the most comprehensive longitudinal study conducted to date by the U.S. Department of Education's National Center for Education Statistics (NCES). The base year survey, conducted in spring 1988, included a national sample of approximately 1,000 schools and almost 25,000 eighth-grade students, as well as separate surveys for the parents, teachers and school administrators of those students. The intent of the study is to follow these same students throughout their high school careers and beyond, collecting new information from them on a biennial basis. In New York State, the statewide sample was augmented to permit legitimate stratifications on racial/ethnic group, gender, location (New York City vs. Rest of State vs. U.S.) and sector of school (public vs. nonpublic). This augmentation produced a response count of 156 schools and 3,281 students. When the responses are weighted to compensate for unequal probabilities of selection, the weighted sample size is 189,181 New York eighth graders, which compares favorably with the Fall 1987 Basic Educational Data System (BEDS) public and nonpublic enrollment count of 207,817.

With the growing concern over the issue of students-at-risk, the Department saw the NELS:88 effort as an ideal vehicle to collect a large amount of diverse data on students in New York State. The tables which follow are a first effort at reporting some of the findings from the base year survey. Other reports will be forthcoming following receipt, in the Summer of 1991, of the first follow-up data on tenth graders.

The recently-released A New Compact for Learning seeks to address some of the shortcomings of the present educational system in New York State in light of the societal changes which have occurred over time. Foremost among these changes is the alteration in socio/cultural patterns of our citizens and the impact of those changes on children. Of particular interest is the different (or not-so-different) patterns which are exhibited by members of the different racial/ethnic and gender groupings, by students from New York City as opposed to the remainder of the State and the nation as a whole and by students who attend public schools versus their nonpublic school counterparts. Five trends exhibit themselves in a relatively consistent manner throughout all of the data presented in this report, namely:

- Eighth grade students outside New York City generally show less evidence of "risk" and perform better than their New York City or U.S. counterparts.
- Eighth grade nonpublic school students, regardless of location, are generally less "at risk" and perform better than their public school counterparts.
- Eighth grade students classified as "White-Not Hispanic" and "Other Minority" demonstrate much less "risk" and perform better than students classified as "Black and Hispanic.
- Eighth grade students in New York City are remarkably similar to their U.S. counterparts.
- Very little difference, if any, is found between eighth grade boys and girls.

SECTION I

AT-RISK ISSUES

TABLE 1

PERCENT OF EIGHTH GRADERS LIVING IN SINGLE PARENT HOUSEHOLDS

Nearly one-half (49.3%) of New York State's Black students and one-third (32.2%) of the State's Hispanic Students live in single parent households. For Hispanic students, that figure is almost 10 percentage points higher than the U.S. total.

TABLE 1

PERCENT OF EIGHTH GRADERS LIVING IN SINGLE PARENT HOUSEHOLDS

	White (Not Hispanic)	Black (Not Hispanic)	Hispanic	Other Minority*	TOTAL	Male	Female
New York City (Total)	18.1 %	50.7 %	36.1 %	21.4 %	34.2 %	31.7 %	36.5 %
Public	21.2	52.3	39.0	23.3	37.7	33.4	41.8
Nonpublic	14.5	46.6	29.5	15.7	27.2	28.2	26.4
Rest of State (Total)	16.2 %	46.6 %	15.7 %	20.8 %	18.8 %	19.3 %	18.2 %
Public	16.5	47.7	17.8	21.0	19.1	19.6	18.7
Nonpublic	13.6	38.4	6.9	19.1	15.7	16.8	14.8
New York State (Total)	16.5 %	49.3 %	32.2 %	21.1 %	24.0 %	23.3 %	24.6 %
Public	16.9	50.6	34.4	22.0	24.2	23.2	25.3
Nonpublic	13.9	45.2	26.6	16.6	22.7	23.7	21.9
Total United States	17.7 %	46.5 %	23.4 %	18.8 %	22.3 %	22.0 %	22.5 %
Public	18.4	47.0	23.5	19.5	23.1	22.9	23.3
Nonpublic	13.0	40.8	22.2	14.9	16.1	15.6	16.6

*"Other Minority" Includes Native American, Alaskan Native, Asian, and Pacific Islander.

SOURCE: National Education Longitudinal Study of 1988
U.S. Department of Education
National Center for Education Statistics

TABLE 2

PERCENT OF EIGHTH GRADERS WHO USUALLY HAVE NO ONE AT HOME WHEN THEY RETURN FROM SCHOOL

Across New York State, one in every five eighth grade students returns to an empty house after school. Interestingly, that is more apt to be true for students attending both public and nonpublic schools outside of New York City (21%) than for those attending public and nonpublic schools within New York City (16%).

TABLE 2

PERCENT OF EIGHTH GRADERS WHO USUALLY HAVE NO ONE AT HOME WHEN THEY RETURN FROM SCHOOL

	White (Not Hispanic)	Black (Not Hispanic)	Hispanic	Other Minority*	TOTAL	Male	Female
New York City (Total)	12.9 %	18.3 %	17.9 %	15.5 %	16.3%	15.6 %	16.9 %
Public	11.4	19.7	16.8	15.6	16.5	15.8	17.2
Nonpublic	14.2	14.5	20.4	15.2	15.9	15.3	16.4
Rest of State (Total)	21.7 %	22.4 %	17.6 %	17.2 %	21.4%	20.9 %	21.9 %
Public	22.0	22.6	13.2	15.7	21.4	21.0	21.8
Nonpublic	19.9	20.9	33.2	33.1	21.3	19.7	22.7
New York State (Total)	20.3 %	19.7 %	17.9 %	16.4 %	19.7%	19.2 %	20.2 %
Public	21.0	20.8	16.0	15.7	20.1	19.7	20.6
Nonpublic	17.1	15.7	22.3	19.7	17.9	17.0	18.7
Total United States	18.6 %	17.6 %	12.4 %	13.9 %	17.6%	17.7 %	17.5 %
Public	19.2	17.6	12.0	13.5	18.0	18.0	18.0
Nonpublic	14.9	17.1	16.4	16.2	15.2	15.9	14.6

*"Other Minority" Includes Native American, Alaskan Native, Asian, and Pacific Islander.

SOURCE: National Education Longitudinal Study of 1988
U.S. Department of Education
National Center for Education Statistics

TABLE 3

PERCENT OF EIGHTH GRADERS WITH TWO OR MORE RISK FACTORS*

About 1 out of every 8 New York State eighth graders has two or more "risk factors" generally associated with doing poorly in or dropping out of school. While this figure compares favorably to the 1 out of 5 for the United States as a whole, there is wide variation among racial/ethnic groups as well as by location and type of school. For New York State, Black and Hispanic students in New York City's public and nonpublic schools fare the worst in this regard.

*Risk Factors = Single Parent; Parents without High School Diploma; Limited English Proficiency; Family Income <$15,000; Sibling Who Dropped Out; and Home Alone for More Than 3 Hours.

TABLE 3

PERCENT OF EIGHTH GRADERS WITH TWO OR MORE RISK FACTORS*

	White (Not Hispanic)	Black (Not Hispanic)	Hispanic	Other Minority**	TOTAL	Male	Female
New York City (Total)	7.2 %	26.6 %	33.0 %	10.4 %	21.2 %	18.7 %	23.4 %
Public	11.4	27.2	33.2	11.2	23.8	20.0	27.4
Nonpublic	3.1	24.8	32.5	8.4	16.5	16.2	16.7
Rest of State (Total)	6.6 %	21.2 %	15.4 %	4.0 %	8.0 %	7.9 %	8.1 %
Public	7.0	23.0	16.6	4.3	8.5	8.4	8.5
Nonpublic	3.1	8.2	10.6	0.0	3.8	2.8	4.6
New York State (Total)	6.7 %	24.8 %	29.6 %	7.1 %	12.5 %	11.4 %	13.6 %
Public	7.4	25.7	29.6	7.2	12.7	11.5	13.9
Nonpublic	3.1	21.9	29.5	6.3	11.8	11.1	12.3
Total United States	14.0 %	40.9 %	36.6 %	19.5 %	20.4 %	19.7 %	21.0 %
Public	15.3	42.6	38.5	21.6	22.1	21.4	22.9
Nonpublic	5.4	18.9	18.0	7.4	7.6	7.1	8.1

*Risk Factors = Single Parent; Parents Without High School Diploma; Limited English Proficiency; Family Income < $15,000; Sibling Who Dropped Out; and Home Alone for More Than 3 Hours.

**"Other Minority" Includes Native American, Alaskan Native, Asian, and Pacific Islander.

SOURCE: National Education Longitudinal Study of 1988
U.S. Department of Education
National Center for Education Statistics

SECTION II

STUDENTS AT HOME

TABLE 4

AVERAGE NUMBER OF HOURS AND MINUTES PER WEEK EIGHTH GRADERS SPEND DOING HOMEWORK

On average, New York State eighth graders spend about 6 1/2 hours each week doing homework, compared with slightly under 6 hours in the United States as a whole. In New York City, the average per week is 5 1/2 hours while in the Rest of the State the average is slightly over 7 hours. White students across the state average about 7 hours, Black students about 5 1/2 hours and Hispanic students slightly over 5 hours. Students classified as "Other Minority" average almost 7 1/2 hours each week doing homework. Much of the variation across racial/ethnic groups is due to differences between New York City and students in the Rest of State.

TABLE 4

AVERAGE NUMBER OF HOURS AND MINUTES PER WEEK EIGHTH GRADERS SPEND DOING HOMEWORK

	White (Not Hispanic)	Black (Not Hispanic)	Hispanic	Other Minority*	TOTAL	Male	Female
New York City (Total)	5:38	5:27	4:56	6:32	5:30	5:04	5:57
Public	4:47	5:01	4:11	5:53	4:55	4:24	5:27
Nonpublic	6:30	6:11	6:00	8:12	6:19	6:01	6:39
Rest of State (Total)	7:08	5:04	6:21	8:14	7:06	6:48	7:24
Public	7:06	5:05	6:22	8:01	7:04	6:50	7:19
Nonpublic	7:29	4:15	4:15	12:25	7:37	6:29	8:52
New York State (Total)	6:53	5:23	5:07	7:23	6:31	6:09	6:52
Public	6:53	5:02	4:38	7:06	6:29	6:10	6:49
Nonpublic	6:54	6:09	5:59	8:49	6:35	6:07	7:05
Total United States	6:00	5:30	5:02	6:24	5:52	5:39	6:05
Public	5:50	5:28	4:52	6:05	5:42	5:29	5:55
Nonpublic	7:05	5:56	6:45	8:13	7:02	6:51	7:12

*"Other Minority" Includes Native American, Alaskan Native, Asian, and Pacific Islander.

SOURCE: National Education Longitudinal Study of 1988
U.S. Department of Education
National Center for Education Statistics

TABLE 5

PERCENT OF EIGHTH GRADERS WHOSE PARENTS RARELY/NEVER CHECK ON THEIR HOMEWORK

While nearly 30 percent of New York State's eighth graders report that their parents rarely or never check their homework, it is reassuring to know that 70 percent of the parents do involve themselves with their children's school work. Parents of girls appear to be somewhat less inclined to undertake that task as are the parents of children who attend nonpublic schools. Parents of Black eighth graders in public schools do the best job in this regard.

TABLE 5

PERCENT OF EIGHTH GRADERS WHOSE PARENTS RARELY/NEVER CHECK ON THEIR HOMEWORK

	White (Not Hispanic)	Black (Not Hispanic)	Hispanic	Other Minority*	TOTAL	Male	Female
New York City (Total)	39.0 %	27.7 %	33.9 %	29.0 %	32.8 %	29.8 %	35.5 %
Public	38.7	21.9	30.7	26.1	29.0	27.4	30.5
Nonpublic	39.2	42.5	41.1	36.1	39.8	34.8	43.7
Rest of State (Total)	26.6 %	18.8 %	36.5 %	24.5 %	26.3 %	23.2 %	29.5 %
Public	26.2	18.3	31.8	23.9	25.7	22.5	29.1
Nonpublic	30.0	22.0	54.5	31.0	30.6	29.3	31.8
New York State (Total)	28.6 %	24.7 %	34.4 %	26.7 %	28.5 %	25.4 %	31.6 %
Public	27.4	20.6	30.9	24.8	26.6	23.8	29.5
Nonpublic	34.4	39.0	43.0	34.9	36.4	32.7	39.4
Total United States	27.3 %	19.2 %	24.9 %	27.5 %	26.0 %	23.2 %	28.8 %
Public	27.0	18.9	24.1	26.9	25.6	23.0	28.2
Nonpublic	28.9	23.0	32.6	31.6	28.9	24.6	33.0

*"Other Minority" Includes Native American, Alaskan Native, Asian, and Pacific Islander.

SOURCE: National Education Longitudinal Study of 1988
U.S. Department of Education
National Center for Education Statistics

TABLE 6

AVERAGE NUMBER OF HOURS AND MINUTES PER WEEK EIGHTH GRADERS SPEND WATCHING TV

Compared with the amount of time spent doing homework (See Table 5) -- a little over one hour per school day -- eighth graders in New York State and the United States are avid TV watchers. On average, they watch more than three hours of TV each and every day of the week. These numbers hold regardless of racial/ethnic group, gender, location of school or type of school.

TABLE 6

AVERAGE NUMBER OF HOURS AND MINUTES PER WEEK EIGHTH GRADERS SPEND WATCHING TV

	White (Not Hispanic)	Black (Not Hispanic)	Hispanic	Other Minority*	TOTAL	Male	Female
New York City (Total)	20:31	27:19	25:29	22:05	23:47	24:06	23:30
Public	24:47	28:15	25:31	22:52	25:75	25:49	25:41
Nonpublic	16:31	25:13	25:25	20:22	20:41	21:07	20:20
Rest of State (Total)	20:14	26:49	22:41	20:14	20:42	21:10	20:13
Public	20:18	26:49	23:32	20:22	20:46	21:17	20:14
Nonpublic	19:41	26:51	17:45	19:17	20:11	20:13	20:10
New York State (Total)	20:17	27:09	24:56	21:10	21:43	22:05	21:21
Public	20:44	27:43	25:03	21:26	22:01	22:23	21:40
Nonpublic	18:09	25:31	24:40	20:05	20:29	20:46	20:17
Total United States	20:19	26:38	22:01	21:14	21:13	21:41	20:44
Public	20:35	26:40	22:02	21:43	21:29	22:01	20:57
Nonpublic	18:36	26:13	21:47	18:35	19:23	19:29	19:18

*"Other Minority" Includes Native American, Alaskan Native, Asian, and Pacific Islander.

SOURCE: National Education Longitudinal Study of 1988
U.S. Department of Education
National Center for Education Statistics

TABLE 7

PERCENT OF EIGHTH GRADERS WHOSE PARENTS RARELY/NEVER LIMIT THEIR TV WATCHING TIME

Nearly two-thirds (65.3%) of the parents of White eighth graders in New York State's public schools rarely or never limit their children's TV watching time; for similar students in nonpublic schools that figure is still over one-half (53.1%). In general, differences are minimal, and percentages quite high across racial/ethnic groups, gender, location and type of school.

TABLE 7

PERCENT OF EIGHTH GRADERS WHOSE PARENTS RARELY/NEVER LIMIT THEIR TV WATCHING TIME

	White (Not Hispanic)	Black (Not Hispanic)	Hispanic	Other Minority*	TOTAL	Male	Female
New York City (Total)	56.8 %	55.4 %	51.8 %	41.7 %	53.3 %	55.8 %	51.0 %
Public	69.2	55.0	49.8	39.0	54.7	57.9	51.7
Nonpublic	44.5	56.5	56.4	48.3	50.7	51.5	50.0
Rest of State (Total)	64.4 %	66.7 %	65.9 %	60.2 %	64.4 %	64.7 %	64.0 %
Public	64.9	66.2	61.3	60.8	64.6	65.2	63.9
Nonpublic	60.7	70.6	83.2	53.1	62.7	60.2	64.7
New York State (Total)	63.2 %	59.1 %	54.5 %	51.3 %	60.6 %	61.8 %	59.4 %
Public	65.3	59.2	52.2	51.7	61.9	63.3	60.5
Nonpublic	53.1	58.9	60.1	49.5	55.2	54.8	55.4
Total United States	64.6 %	62.9 %	55.2 %	49.9 %	62.7 %	62.8 %	62.7 %
Public	65.9	63.1	55.7	50.6	63.7	64.0	63.5
Nonpublic	56.3	60.3	51.1	45.5	55.6	54.2	57.0

*"Other Minority" Includes Native American, Alaskan Native, Asian, and Pacific Islander.

SOURCE: National Education Longitudinal Study of 1988
U.S. Department of Education
National Center for Education Statistics

SECTION III

STUDENTS AT SCHOOL

TABLE 8

PERCENT OF EIGHTH GRADERS WHO REPORT REPEATING ONE OR MORE GRADES IN SCHOOL

Repeating a grade in school has long been considered a prime indicator of being at-risk for dropping out of school. In New York State, overall, and in the United States, minority students are much more likely to have been retained in grade than their White counterparts. Similarly, boys are more likely to have repeated a grade than are girls as are students who attend public schools.

TABLE 8

PERCENT OF EIGHTH GRADERS WHO REPORT REPEATING ONE OR MORE GRADES IN SCHOOL

	White (Not Hispanic)	Black (Not Hispanic)	Hispanic	Other Minority*	TOTAL	Male	Female
New York City (Total)	10.9 %	20.4 %	19.4 %	14.7 %	16.8 %	18.6 %	15.2 %
Public	13.9	20.1	20.9	18.9	18.8	19.2	18.3
Nonpublic	8.1	21.0	16.0	4.3	13.4	17.3	10.5
Rest of State (Total)	13.3 %	25.3 %	18.1 %	19.8 %	14.7 %	19.8 %	9.7 %
Public	13.5	26.5	20.5	21.2	15.1	20.2	10.0
Nonpublic	11.6	15.4	9.8	3.7	11.3	16.2	7.1
New York State (Total)	12.9 %	21.9 %	19.2 %	17.3 %	15.4 %	19.4 %	11.6 %
Public	13.6	22.4	20.9	20.2	16.1	19.9	12.3
Nonpublic	10.0	20.2	15.1	4.1	12.6	16.9	9.3
Total United States	15.6 %	26.1 %	22.6 %	15.9 %	17.7 %	21.3 %	14.2 %
Public	16.7	27.2	23.5	17.3	18.8	22.6	15.1
Nonpublic	8.7	13.3	14.7	8.5	9.7	12.1	7.5

*"Other Minority" Includes Native American, Alaskan Native, Asian, and Pacific Islander.

SOURCE: National Education Longitudinal Study of 1988
U.S. Department of Education
National Center for Education Statistics

TABLE 9

PERCENT OF EIGHTH GRADERS WHO DO NOT FEEL SAFE AT SCHOOL

Across New York State, one in ten eighth grade students reported that they did not feel safe at school. In New York City, that figure was 14 percent compared with 8 percent outside New York City. Public school students, in general, felt less safe than students in nonpublic schools; minority students felt less safe than nonminority students and boys felt less safe than girls. Similar findings also pertain for all U.S. eighth graders.

TABLE 9

PERCENT OF EIGHTH GRADERS WHO DO NOT FEEL SAFE AT SCHOOL

	White (Not Hispanic)	Black (Not Hispanic)	Hispanic	Other Minority*	TOTAL	Male	Female
New York City (Total)	10.3 %	16.6 %	14.3 %	19.1 %	14.2 %	17.5 %	11.4 %
Public	12.7	20.2	18.5	23.8	18.3	22.1	14.8
Nonpublic	8.1	8.0	5.3	7.0	7.3	8.8	6.1
Rest of State (Total)	6.9 %	17.7 %	14.6 %	3.3 %	7.8 %	9.2 %	6.3 %
Public	7.0	18.8	13.9	3.6	7.9	9.1	6.7
Nonpublic	5.8	9.3	16.7	0.0	6.5	10.3	3.2
New York State (Total)	7.4 %	17.0 %	14.4 %	10.8 %	9.9 %	11.9 %	8.1 %
Public	7.5	19.6	17.6	12.0	10.7	12.4	8.9
Nonpublic	6.9	8.3	6.9	5.2	7.0	9.3	5.0
Total United States	9.9 %	18.0 %	16.1 %	13.4 %	11.8 %	13.3 %	10.3 %
Public	10.5	18.4	17.0	14.6	12.5	14.1	11.0
Nonpublic	6.2	12.8	8.1	6.3	6.9	8.0	5.9

*"Other Minority" Includes Native American, Alaskan Native, Asian, and Pacific Islander.

SOURCE: National Education Longitudinal Study of 1988
U.S. Department of Education
National Center for Education Statistics

TABLE 10

PERCENT OF EIGHTH GRADERS WHO BELIEVE THAT THE RULES FOR BEHAVIOR ARE STRICT AT THEIR SCHOOL

Large majorities of both public and nonpublic school eighth graders feel that their schools have strict rules for behavior. Nonpublic schools are so rated in proportions considerably higher than those for public schools both in New York State and the United States. Also, more boys than girls believe that their schools have strict rules.

TABLE 10

PERCENT OF EIGHTH GRADERS WHO BELIEVE THAT THE RULES FOR BEHAVIOR ARE STRICT AT THEIR SCHOOL

	White (Not Hispanic)	Black (Not Hispanic)	Hispanic	Other Minority*	TOTAL	Male	Female
New York City (Total)	67.5 %	66.4 %	69.3 %	63.4 %	67.6 %	71.6 %	64.1 %
Public	58.7	59.7	65.6	58.1	61.4	67.6	55.5
Nonpublic	75.9	83.0	77.5	77.4	78.3	79.1	77.7
Rest of State (Total)	64.2 %	63.9 %	62.5 %	65.6 %	64.2 %	68.7 %	59.5 %
Public	62.9	59.4	58.2	63.9	62.4	67.8	56.9
Nonpublic	75.3	98.1	78.8	84.6	77.9	77.0	78.7
New York State (Total)	64.8 %	65.6 %	68.0 %	64.5 %	65.3 %	69.6 %	61.1 %
Public	62.5	59.6	64.0	61.5	62.2	67.7	56.5
Nonpublic	75.6	85.4	77.7	79.1	78.2	78.3	78.1
Total United States	68.5 %	68.8 %	68.5 %	67.0 %	68.5 %	70.9 %	66.1 %
Public	67.1	68.1	67.4	65.2	67.1	69.9	64.4
Nonpublic	78.0	77.4	78.2	77.8	78.0	78.2	77.8

*"Other Minority" Includes Native American, Alaskan Native, Asian, and Pacific Islander.

SOURCE: National Education Longitudinal Study of 1988
U.S. Department of Education
National Center for Education Statistics

TABLE 11

PERCENT OF EIGHTH GRADERS THAT FREQUENTLY (ONCE A WEEK OR MORE) SKIP SCHOOL

On average, about 3 percent of eighth graders in New York State reported that they skipped school once or more a week. However, the percentages are very different for public school students (3.4%) compared with nonpublic school students (0.4%). Boys (3.9%) reported a "skipping rate" almost twice that for girls (1.6%) and, within New York City public schools, the "skipping rate" for Black and Hispanic students (6%) is fifty percent higher than for White students (4%).

TABLE 11

PERCENT OF EIGHTH GRADERS THAT FREQUENTLY (ONCE A WEEK OR MORE) SKIP SCHOOL

	White (Not Hispanic)	Black (Not Hispanic)	Hispanic	Other Minority*	TOTAL	Male	Female
New York City (Total)	2.4 %	4.3 %	4.3 %	2.0 %	3.5 %	4.7 %	2.4 %
Public	4.2	6.1	6.2	2.8	5.4	7.0	3.8
Nonpublic	0.7	0.2	0.0	0.0	0.3	0.4	0.3
Rest of State (Total)	2.2 %	2.0 %	1.4 %	5.4 %	2.4 %	3.6 %	1.2 %
Public	2.5	2.2	1.8	5.9	2.7	3.9	1.4
Nonpublic	0.5	0.0	0.0	0.0	0.4	0.9	0.0
New York State (Total)	2.3 %	3.6 %	3.7 %	3.8 %	2.8 %	3.9 %	1.6 %
Public	2.6	4.6	5.3	4.6	3.4	4.7	2.1
Nonpublic	0.6	0.2	0.0	0.0	0.4	0.6	0.2
Total United States	1.9 %	3.2 %	3.8 %	2.5 %	2.3 %	3.1 %	1.6 %
Public	2.0	3.3	4.2	2.5	2.5	3.3	1.6
Nonpublic	1.1	1.3	0.5	2.5	1.2	1.4	0.9

*"Other Minority" Includes Native American, Alaskan Native, Asian, and Pacific Islander.

SOURCE: National Education Longitudinal Study of 1988
U.S. Department of Education
National Center for Education Statistics

TABLE 12

PERCENT OF EIGHTH GRADERS PLANNING TO ENROLL IN A VOCATIONAL/TECHNICAL/BUSINESS PROGRAM IN HIGH SCHOOL

About one-fifth (21.6%) of New York State's eighth graders reported that they would enroll in a high school vocational, technical or business program with minority students generally showing higher percentages than nonminorities. Except in New York City, where the overall percentages are the same, larger proportions of boys than girls reported such plans.

TABLE 12

PERCENT OF EIGHTH GRADERS PLANNING TO ENROLL IN A VOCATIONAL/TECHNICAL/ BUSINESS PROGRAM IN HIGH SCHOOL

	White (Not Hispanic)	Black (Not Hispanic)	Hispanic	Other Minority*	TOTAL	Male	Female
New York City (Total)	14.9 %	31.8 %	30.0 %	19.9 %	25.2 %	25.3 %	25.2 %
Public	17.2	33.1	28.4	20.7	26.7	24.9	28.3
Nonpublic	12.6	28.4	33.7	17.9	22.7	26.0	20.0
Rest of State (Total)	18.2 %	26.2 %	25.9 %	29.5 %	19.7 %	22.7 %	16.6 %
Public	18.4	27.8	25.1	30.5	19.9	23.2	16.5
Nonpublic	17.2	13.0	28.8	18.4	17.8	18.5	17.2
New York State (Total)	17.7 %	29.9 %	29.2 %	24.9 %	21.6 %	23.6 %	19.7 %
Public	18.3	31.1	27.7	26.4	21.8	23.6	19.9
Nonpublic	15.0	26.0	33.1	18.0	20.9	23.2	19.0
Total United States	15.9 %	25.9 %	22.3 %	18.8 %	18.0 %	19.6 %	16.4 %
Public	16.6	26.2	22.6	20.1	18.7	20.4	17.0
Nonpublic	11.2	22.1	19.4	11.1	12.8	14.3	11.5

*"Other Minority" Includes Native American, Alaskan Native, Asian, and Pacific Islander.

SOURCE: National Education Longitudinal Study of 1988
U.S. Department of Education
National Center for Education Statistics

TABLE 13

PERCENT OF EIGHTH GRADERS PLANNING TO ENROLL IN A COLLEGE PREPARATORY/ACADEMIC PROGRAM IN HIGH SCHOOL

In contrast with plans for entering a high school vocational program (See Table 12), the percentage of New York State's White public school students planning to enter a college preparatory program (29.5%) is about ten percentage points higher than for Black and Hispanic students. However, in nonpublic schools, differences across racial/ethnic groups are less pronounced. Similarly, little difference can be found between boys and girls in this regard. Overall, New York State figures are quite similar to those for the United States.

TABLE 13

PERCENT OF EIGHTH GRADERS PLANNING TO ENROLL IN A COLLEGE PREPARATORY/ACADEMIC PROGRAM IN HIGH SCHOOL

	White (Not Hispanic)	Black (Not Hispanic)	Hispanic	Other Minority*	TOTAL	Male	Female
New York City (Total)	25.6 %	20.5 %	20.6 %	34.0 %	23.7 %	22.9 %	24.3 %
Public	20.9	17.1	17.1	31.9	19.9	20.4	19.4
Nonpublic	30.3	29.4	28.5	39.4	30.3	27.7	32.4
Rest of State (Total)	30.3 %	19.2 %	27.1 %	29.9 %	29.4 %	29.9 %	28.9 %
Public	30.7	17.8	30.2	29.8	29.8	30.4	29.0
Nonpublic	26.4	30.9	14.8	31.0	26.5	24.8	27.9
New York State (Total)	29.5 %	20.1 %	21.8 %	31.9 %	27.4 %	27.6 %	27.3 %
Public	29.8	17.3	19.8	30.7	27.1	27.8	26.3
Nonpublic	28.3	29.6	26.7	37.5	28.9	26.6	30.8
Total United States	30.9 %	24.8 %	22.5 %	32.1 %	29.2 %	28.8 %	29.6 %
Public	30.2	24.2	21.2	30.4	28.4	27.7	29.0
Nonpublic	35.5	32.1	35.3	42.0	35.4	36.9	34.0

*"Other Minority" Includes Native American, Alaskan Native, Asian, and Pacific Islander.

SOURCE: National Education Longitudinal Study of 1988
U.S. Department of Education
National Center for Education Statistics

TABLE 14

PERCENT OF EIGHTH GRADERS WHO BELIEVE THEY WILL FINISH COLLEGE

While less than one-third (27.4%) of New York State's eighth grade students planned on entering a college preparatory program, more than 70 percent, overall, believed that they will finish college. The proportions are high across racial/ethnic groups, as well as by gender, location and type of school. New York State's public school figures are slightly higher than those for all public schools in the United States; the percentages are about the same for nonpublic school students in New York and the United States.

TABLE 14

PERCENT OF EIGHTH GRADERS WHO BELIEVE THEY WILL FINISH COLLEGE

	White (Not Hispanic)	Black (Not Hispanic)	Hispanic	Other Minority*	TOTAL	Male	Female
New York City (Total)	73.7 %	69.3 %	66.0 %	77.5 %	70.7 %	69.9 %	71.4 %
Public	69.7	64.7	61.9	71.8	65.9	65.2	66.6
Nonpublic	77.5	81.5	75.2	91.9	79.1	78.9	79.4
Rest of State (Total)	72.3 %	70.6 %	68.4 %	70.1 %	71.9 %	69.6 %	74.3 %
Public	71.5	69.0	64.3	68.7	70.9	68.5	73.4
Nonpublic	79.0	83.5	84.1	84.1	79.9	79.4	80.3
New York State (Total)	72.5 %	69.8 %	66.4 %	73.6 %	71.5 %	69.7 %	73.2 %
Public	71.3	66.3	62.4	70.0	69.6	67.7	71.5
Nonpublic	78.3	81.8	76.4	89.9	79.4	79.1	79.7
Total United States	67.2 %	63.8 %	54.7 %	69.4 %	65.4 %	62.7 %	68.2 %
Public	65.2	62.1	52.3	66.2	63.3	60.3	66.4
Nonpublic	80.2	86.2	77.2	88.3	80.8	80.2	81.4

*"Other Minority" Includes Native American, Alaskan Native, Asian, and Pacific Islander.

SOURCE: National Education Longitudinal Study of 1988
U.S. Department of Education
National Center for Education Statistics

TABLE 15

PERCENT OF EIGHTH GRADERS WHO BELIEVE THEY WILL NOT FINISH HIGH SCHOOL

Only 1 percent of New York's eighth graders (compared with 1.5 percent for the United States) felt that they would not finish high school. The only outstanding variation from that figure (but still truly small) is for Hispanic students in New York City public schools (4.3%). Overall, the "planned" dropout rate for New York State's boys (1.3%) is about twice that for girls (0.6%) except in New York City public schools where they are about equal at 2 percent.

TABLE 15

PERCENT OF EIGHTH GRADERS WHO BELIEVE THEY WILL NOT FINISH HIGH SCHOOL

	White (Not Hispanic)	Black (Not Hispanic)	Hispanic	Other Minority*	TOTAL	Male	Female
New York City (Total)	0.9 %	0.5 %	3.0 %	1.0 %	1.5 %	1.7 %	1.3 %
Public	1.0	0.5	4.3	1.4	2.1	2.3	1.9
Nonpublic	0.8	0.5	0.0	0.0	0.5	0.6	0.4
Rest of State (Total)	0.6 %	0.6 %	1.4 %	1.0 %	0.7 %	1.1 %	0.2 %
Public	0.7	0.7	1.7	1.1	0.8	1.3	0.3
Nonpublic	0.0	0.0	0.0	0.0	0.0	0.0	0.0
New York State (Total)	0.6 %	0.6 %	2.7 %	1.0 %	1.0 %	1.3 %	0.6 %
Public	0.7	0.6	3.8	1.2	1.1	1.5	0.7
Nonpublic	0.4	0.5	0.0	0.0	0.3	0.3	0.2
Total United States	1.3 %	1.4 %	2.6 %	2.0 %	1.5 %	1.8 %	1.1 %
Public	1.4	1.5	2.9	2.2	1.6	2.0	1.3
Nonpublic	0.4	0.1	0.1	0.6	0.4	0.5	0.3

*"Other Minority" Includes Native American, Alaskan Native, Asian, and Pacific Islander.

SOURCE: National Education Longitudinal Study of 1988
U.S. Department of Education
National Center for Education Statistics

TABLE 16

PERCENT OF EIGHTH GRADERS WHO BELIEVE THAT MATH WILL BE USEFUL IN THEIR FUTURE

Without regard to racial/ethnic group, gender, location or type of school there is virtually unanimous agreement among eighth grade students that mathematics will be useful in their future; some 85 to 90 percent believe that to be true.

TABLE 16

PERCENT OF EIGHTH GRADERS WHO BELIEVE THAT MATH WILL BE USEFUL IN THEIR FUTURE

	White (Not Hispanic)	Black (Not Hispanic)	Hispanic	Other Minority*	TOTAL	Male	Female
New York City (Total)	83.9 %	88.7 %	89.9 %	86.3 %	87.4 %	90.0 %	85.2 %
Public	81.9	88.8	89.5	88.3	87.5	89.8	85.3
Nonpublic	85.7	88.6	90.8	81.4	87.3	90.3	84.9
Rest of State (Total)	87.7 %	91.8 %	86.8 %	89.3 %	88.1 %	89.6 %	86.6 %
Public	88.2	92.2	87.0	89.4	88.6	89.9	87.2
Nonpublic	83.3	88.7	86.3	88.4	84.3	86.7	82.2
New York State (Total)	87.1 %	89.7 %	89.3 %	87.9 %	87.9 %	89.7 %	86.1 %
Public	87.6	90.1	88.9	88.9	88.3	89.9	86.7
Nonpublic	84.4	88.6	90.1	83.1	86.2	88.9	83.9
Total United States	87.4 %	89.3 %	89.6 %	89.6 %	88.0 %	89.1 %	86.9 %
Public	87.6	89.1	89.4	89.4	88.0	88.9	87.1
Nonpublic	86.6	91.8	91.4	91.0	87.7	89.9	85.5

*"Other Minority" Includes Native American, Alaskan Native, Asian, and Pacific Islander.

SOURCE: National Education Longitudinal Study of 1988
U.S. Department of Education
National Center for Education Statistics

TABLE 17

PERCENT OF EIGHTH GRADERS WHO BELIEVE THAT SCIENCE WILL BE USEFUL IN THEIR FUTURE

As was the case with mathematics (see Table 16), large proportions of eighth graders believe that science will be useful in their future and, in general, boys believe that to be more true than girls. There are also some differences across racial/ethnic group, especially in New York City public and nonpublic schools with minority students showing higher percentages than nonminority students.

TABLE 17

PERCENT OF EIGHTH GRADERS WHO BELIEVE THAT SCIENCE WILL BE USEFUL IN THEIR FUTURE

	White (Not Hispanic)	Black (Not Hispanic)	Hispanic	Other Minority*	TOTAL	Male	Female
New York City (Total)	57.5 %	69.9 %	69.8 %	81.2 %	67.3 %	71.9 %	63.3 %
Public	57.6	67.4	69.5	83.5	68.0	74.0	62.3
Nonpublic	57.4	75.9	70.5	75.5	66.2	68.0	64.7
Rest of State (Total)	68.6 %	70.7 %	68.9 %	70.7 %	69.0 %	73.5 %	64.5 %
Public	69.6	70.1	74.8	69.9	70.0	74.9	64.9
Nonpublic	60.4	76.0	48.5	80.3	61.6	61.5	61.6
New York State (Total)	66.9 %	70.1 %	69.7 %	75.8 %	68.4 %	73.0 %	64.1 %
Public	68.5	68.4	70.6	75.6	69.4	74.6	64.2
Nonpublic	59.0	75.9	67.4	76.5	64.5	65.6	63.6
Total United States	67.6 %	71.8 %	70.4 %	73.0 %	68.7 %	72.3 %	65.2 %
Public	68.0	71.9	70.2	73.0	69.0	72.4	65.6
Nonpublic	65.4	70.1	71.8	73.2	66.6	70.9	62.4

*"Other Minority" Includes Native American, Alaskan Native, Asian, and Pacific Islander.

SOURCE: National Education Longitudinal Study of 1988
U.S. Department of Education
National Center for Education Statistics

TABLE 18

PERCENT OF EIGHTH GRADERS WHO BELIEVE THAT SOCIAL STUDIES WILL BE USEFUL IN THEIR FUTURE

Nearly 60 percent of eighth graders in New York State and the United States believe that social studies will be useful in their future and, as was the case with science (see Table 17), that belief is generally held by higher percentages of minority students than nonminorities and by boys more than girls.

TABLE 18

PERCENT OF EIGHTH GRADERS WHO BELIEVE THAT SOCIAL STUDIES WILL BE USEFUL IN THEIR FUTURE

	White (Not Hispanic)	Black (Not Hispanic)	Hispanic	Other Minority*	TOTAL	Male	Female
New York City (Total)	50.8 %	66.0 %	65.9 %	75.4 %	62.5 %	67.0 %	58.4 %
Public	51.8	63.6	65.9	76.2	63.4	68.7	58.4
Nonpublic	49.8	71.9	65.7	73.5	60.8	63.9	58.5
Rest of State (Total)	55.3 %	70.2 %	51.8 %	55.0 %	56.3 %	59.7 %	52.9 %
Public	55.5	72.4	51.2	54.6	56.7	59.8	53.4
Nonpublic	53.7	51.4	53.9	59.9	53.4	58.5	49.0
New York State (Total)	54.6 %	67.4 %	63.2 %	64.9 %	58.4 %	62.1 %	54.8 %
Public	55.2	66.9	62.8	63.7	58.5	62.1	54.8
Nonpublic	51.9	68.8	64.1	70.5	58.1	61.8	55.1
Total United States	56.9 %	66.6 %	63.1 %	64.6 %	59.1 %	61.0 %	57.3 %
Public	57.0	66.9	62.8	65.1	59.3	61.1	57.7
Nonpublic	56.1	62.9	65.5	61.9	57.6	60.6	54.8

*"Other Minority" Includes Native American, Alaskan Native, Asian, and Pacific Islander.

SOURCE: National Education Longitudinal Study of 1988
U.S. Department of Education
National Center for Education Statistics

SECTION IV

MATH AND READING PERFORMANCE

TABLE 19

PERCENT OF EIGHTH GRADERS WITH ADVANCED MATHEMATICS PROFICIENCY*

Almost one-quarter (22.9%) of New York State's eighth graders were judged to have advanced mathematics proficiency based on tests administered as a part of NELS:88. These results compare favorably with U.S. totals where 19 percent of the eighth graders were so judged.

Wide discrepancies were shown among White (28.2%), Black (7.2%) and Hispanic (9.1%)students. Students classified as "other minority" scored well here at 31.2 percent. Overall, New York State's girls (23.9%) outscored their male (21.9%) counterparts.

* Advanced Proficiency incorporates the ability to successfully master simple problem solving tasks. Solutions may involve some experiences with geometry, algebra or a logical process.

TABLE 19

PERCENT OF EIGHTH GRADERS WITH ADVANCED MATHEMATICS PROFICIENCY*

	White (Not Hispanic)	Black (Not Hispanic)	Hispanic	Other Minority**	TOTAL	Male	Female
New York City (Total)	27.2 %	7.7 %	9.6 %	33.2 %	16.8 %	16.6 %	17.0 %
Public	17.8	4.9	10.9	30.4	12.6	11.7	13.5
Nonpublic	36.1	14.7	6.5	40.8	24.3	26.3	22.7
Rest of State (Total)	28.4 %	6.2 %	7.0 %	29.5 %	26.1 %	24.4 %	27.8 %
Public	28.9	4.9	5.6	27.6	26.4	24.3	28.6
Nonpublic	23.2	16.1	14.4	52.4	23.3	25.8	21.1
New York State (Total)	28.2 %	7.2 %	9.1 %	31.2 %	22.9 %	21.9 %	23.9 %
Public	27.9	4.9	9.7	28.7	22.7	21.0	24.4
Nonpublic	29.6	14.9	7.4	43.7	23.9	26.1	22.2
Total United States	22.5 %	5.3 %	8.6 %	27.3 %	18.9 %	19.6 %	18.2 %
Public	21.4	4.9	7.9	24.8	17.7	18.3	17.1
Nonpublic	29.2	9.9	14.9	41.9	27.2	28.4	26.0

* Advanced Proficiency incoporates the ability to successfully master simple problem solving tasks. Solutions may involve some experiences with geometry, algebra or a logical process.

**"Other Minority" Includes Native American, Alaskan Native, Asian, and Pacific Islander.

SOURCE: National Education Longitudinal Study of 1988
U.S. Department of Education
National Center for Education Statistics

TABLE 20

PERCENT OF EIGHTH GRADERS BELOW BASIC MATHEMATICS PROFICIENCY*

Sixteen percent of New York State's eighth grade students performed below basic proficiency in mathematics based on tests administered as a part of NELS:88. Across the United States that figure was close to 19 percent.

Larger proportions of New York State's boys (18.4%) than girls (14.2%) were below the basic proficiency level as were the proportions of Black (23.5%) and Hispanic (23.0%) students, compared with White (13.5%) and "Other Minority" (13.6%) students. Also, nonpublic school students were consistently underrepresented in this category.

* Basic Proficiency is defined as the ability to successfully carry out simple arithmetical operations in whole numbers.

TABLE 20

PERCENT OF EIGHTH GRADERS BELOW BASIC MATHEMATICS PROFICIENCY*

	White (Not Hispanic)	Black (Not Hispanic)	Hispanic	Other Minority**	TOTAL	Male	Female
New York City (Total)	13.1 %	22.0 %	24.4 %	16.2 %	19.6 %	20.8 %	18.5 %
Public	17.1	26.1	27.8	18.6	23.8	25.5	22.2
Nonpublic	9.2	11.7	16.4	9.6	11.9	11.3	12.4
Rest of State (Total)	13.5 %	26.5 %	17.2 %	11.5 %	14.6 %	17.2 %	11.9 %
Public	14.1	28.6	14.8	11.7	15.1	17.8	12.2
Nonpublic	8.5	10.9	30.1	9.2	10.2	11.7	8.9
New York State (Total)	13.5 %	23.5 %	23.0 %	13.6 %	16.3 %	18.4 %	14.2 %
Public	14.4	27.0	24.8	14.5	17.4	19.8	15.0
Nonpublic	8.8	11.6	18.0	9.5	11.3	11.4	11.2
Total United States	15.4 %	28.9 %	27.6 %	17.7 %	18.8 %	20.4 %	17.2 %
Public	16.3	29.8	28.6	19.4	19.9	21.5	18.2
Nonpublic	9.8	17.6	17.4	7.7	11.1	12.7	9.5

*Basic Proficiency is defined as the ability to successfull carry out simple arithmetical operations in whole numbers.

**"Other Minority" Includes Native American, Alaskan Native, Asian, and Pacific Islander.

SOURCE: National Education Longitudinal Study of 1988
U.S. Department of Education
National Center for Education Statistics

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TABLE 21

PERCENT OF EIGHTH GRADERS WITH ADVANCED READING PROFICIENCY*

About one-third of the eighth graders in New York State can be said to have advanced reading proficiency based on tests administered as a part of NELS:88. These proportions, however, vary between public (35.4%) and nonpublic (42.9%) school students and across racial/ethnic groups: White (41.3%), Black (23.8%), Hispanic (28.5%) and "Other Minority" (34.2%). Overall, New York State students performed slightly better than their U.S. counterparts.

* Advanced Proficiency implies the ability to make inferences beyond the author's main thought (or the reproduction of detail) and/or to understand and evaluate relatively abstract concepts.

TABLE 21

PERCENT OF EIGHTH GRADERS WITH ADVANCED READING PROFICIENCY*

	White (Not Hispanic)	Black (Not Hispanic)	Hispanic	Other Minority**	TOTAL	Male	Female
New York City (Total)	45.4 %	27.7 %	26.8 %	32.3 %	33.5 %	34.1 %	33.0 %
Public	36.5	25.9	24.5	25.3	28.1	29.2	27.0
Nonpublic	53.9	32.2	32.1	50.2	42.9	43.6	42.4
Rest of State (Total)	40.5 %	15.4 %	35.2 %	35.9 %	38.4 %	35.9 %	41.0 %
Public	40.0	15.0	34.9	35.5	37.9	35.8	40.2
Nonpublic	45.7	18.0	36.5	40.0	42.9	37.1	48.0
New York State (Total)	41.3 %	23.8 %	28.5 %	34.2 %	36.8 %	35.3 %	38.2 %
Public	39.7	21.9	26.9	31.4	35.4	34.1	36.6
Nonpublic	49.7	29.9	32.7	47.6	42.9	41.1	44.3
Total United States	38.9 %	18.5 %	20.6 %	32.6 %	34.0 %	32.3 %	35.7 %
Public	37.0	17.4	19.1	30.1	32.1	30.4	33.7
Nonpublic	51.1	31.3	34.7	46.9	48.0	46.2	49.7

*Advanced Proficiency implies the ability to make inferences beyond the author's main thought (or the reproduction of detail and/or to undersatnd and evaluation relatively abstract concepts.

**"Other Minority" Includes Native American, Alaskan Native, Asian, and Pacific Islander.

SOURCE: National Education Longitudinal Study of 1988
U.S. Department of Education
National Center for Education Statistics

TABLE 22

PERCENT OF EIGHTH GRADERS BELOW BASIC READING PROFICIENCY*

In New York State, one out of eight eighth grade students is below basic reading proficiency based on tests administered as a part of NELS:88. The rate for public school students (13.9%) is twice that for nonpublic school students (6.9%). Higher rates are also shown for minority students compared with nonminorities. Overall, the percentage of New York State students classified as below basic proficiency was slightly smaller than the total for the United States.

* Basic Proficiency is defined by competence in simple reading comprehension including reproduction of detail and/or the author's main thought.

TABLE 22

PERCENT OF EIGHTH GRADERS BELOW BASIC READING PROFICIENCY*

	White (Not Hispanic)	Black (Not Hispanic)	Hispanic	Other Minority*	TOTAL	Male	Female
New York City (Total)	9.2 %	14.5 %	17.4 %	12.6 %	13.9 %	14.9 %	13.0 %
Public	12.8	17.4	20.5	16.3	17.6	17.9	17.4
Nonpublic	5.8	7.6	10.3	3.3	7.3	8.9	6.0
Rest of State (Total)	10.8 %	17.2 %	19.6 %	15.6 %	11.9 %	14.1 %	9.7 %
Public	11.3	19.0	24.0	15.5	12.6	15.0	10.0
Nonpublic	6.5	4.8	0.0	15.6	6.3	5.6	6.8
New York State (Total)	10.5 %	15.4 %	17.8 %	14.2 %	12.6 %	14.4 %	10.8 %
Public	11.4	18.0	21.3	15.9	13.9	15.7	12.0
Nonpublic	6.1	7.1	8.9	6.5	6.9	7.6	6.3
Total United States	10.4 %	23.4 %	21.0 %	18.1 %	13.7 %	15.5 %	11.8 %
Public	11.0	24.2	22.1	19.9	14.5	16.3	12.7
Nonpublic	6.7	13.5	10.7	7.9	7.7	9.7	5.7

* Basic Proficiency is defined by competence in simple reading comprehension including reproduction of detail and/or the author's main thought.

**"Other Minority" Includes Native American, Alaskan Native, Asian, and Pacific Islander.

SOURCE: National Education Longitudinal Study of 1988
U.S. Department of Education
National Center for Education Statistics

SECTION V

DATA LIMITATIONS

DATA LIMITATIONS

The population of schools in the NELS:88 base year survey was restricted to "regular" public and private schools in the United States and New York State. Excluded from the sample were Bureau of Indian Affairs (BIA) schools, special education schools for the handicapped, area vocational schools that do not enroll students directly, and schools for dependents of U.S. personnel overseas. Students who are educated at home or in private tutorial settings, and those who have dropped out of school prior to reaching eighth grade, also fall outside of the NELS:88 base year sample. These exclusions have implications for inferences based on NELS:88 data, although their impact is believed to be small. For certain groups (for example, American Indians) the impact of these exclusions may be larger, and the users of the data should take this fact into account. It should be kept in mind that due to the small number of American Indians and large standard errors, our ability to detect differences between this group and other groups is limited; therefore, they are included in the category "Other Minority".

Exclusions were also made within schools. The population of students was defined to exclude those who had substantial language difficulties, who had disabilities that would make participation in the survey difficult, or who were chronic truants or dropouts. Seven ineligibility codes were employed at the time of student sample selection:

A. attends this school only on a part-time basis, primary enrollment at another school.

B. physical disability precludes filling out questionnaires and takings test.

C. mental disability precludes filling out questionnaires and taking tests.

D. dropout: absent or truant for 20 consecutive days, and is not expected to return to school.

E. does not have English as the mother tongue and has insufficient command of English to complete the NELS:88 questionnaires and test.

F. has transferred out of the school since roster was compiled.

G. is deceased.

The majority of exclusions were made by a school administrator prior to sampling from the school roster. A small number of students who were missed in this process were designated as excluded by the survey administrator on the day that survey data were collected in the child's school. It is possible that the exclusion of mentally and physically handicapped students and most limited-English-proficient students may affect the estimates presented here in some way. The true effect of excluding these students is unknown.

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